



## **Intern Credentials Stakeholder Meeting Thursday, March 21, 2013**

### **Introductions**

### **Context for Stakeholder Meeting**

All teachers, including interns and preliminary credential holders, should complete a program of preparation that includes preservice, experience with students and on the job support in order to be authorized to teach their students, including English learners. Different program delivery models will provide these experiences in the context of their program type. The Commission wants to be sure that the appropriate mix of preparation, experience and support are provided to ensure that all students, including English learners, have teachers who can support their learning from day one as a teacher of record.

### **Desired Outcome**

Define the appropriate mix of pre-service, support, and supervision that enables interns to be authorized to serve English learners upon becoming teacher of record.

### **Discussion**

#### **Support and Supervision**

Identify appropriate levels of support and supervision for Interns

#### **Preparation: Preservice**

Identify the appropriate baseline preparation an individual needs to complete during Pre-service

#### **Transparency**

Determine the appropriate mechanisms for reporting on the placement of interns

#### **Authorization**

Determine the relationship(s) between preparation, support, and authorization

#### **Timeline for Implementation**

### **Next Steps**

## DRAFT Support and Supervision

Intern programs are the result of a partnership between the institution preparing teachers and the employer. **As a result the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer.** The combination of employer-provided support/mentoring and preparation program supervision provided to the intern should be a minimum of 2 -4 hours per week. All interns should receive support in weekly course planning, coaching within the classroom, problem-solving regarding students, curriculum, and teaching as needed in order to meet the Teaching Performance Expectations and teach effectively. **Additionally**, for interns who have **not yet completed the EL preparation**, the employer must assign the on-site support/mentor or other designated individual (at the point of hire, within the first 10 days of serving as a teacher of record on the intern credential ) to further support effective teaching of English learners. *The guidance and assistance provided must exceed that provided to other interns or newly certificated and employed school personnel.*

There must be a signed Agreement/Memorandum of Understanding between the Commission-approved teacher preparation program and the employer, which should clearly outline the roles and responsibilities of each party and should include, but not be limited to the following:

<b>Shared Responsibilities</b>	
<i>The employer and Commission-approved Intern Program are equally responsible for assuring the following occur. The MOU must clearly define how, when, and by whom.</i>	
Identify the Individual(s) and the Roles/Responsibility related to: <ul style="list-style-type: none"><li>• Weekly course planning</li><li>• Coaching within the classroom</li><li>• Problem-solving regarding students, curriculum, and teaching</li></ul>	
Establish process for communication between principal/evaluator and program supervisor.	
Clearly defined documentation and monitoring process for additional services to interns who have not yet completed ELA	
<b>Employers</b>	<b>Commission-Approved Intern Program</b>
<i>Employers are responsible for ensuring that the intern they have hired is supported and there is adequate supervision.</i>	<i>The Program is responsible for ensuring that the intern in their program is supervised and there is adequate support.</i>
Clearly defined description of qualifications for on-site support/mentor	Clearly defined description of qualifications of Commission-approved program supervisor
Designation of on-site support/mentor with clear credential including verification of minimum of three years of experience, valid credential which is same level or type as intern, and EL Authorization.	Provision of support/mentor training and orientation.
	Site support/mentoring documentation and monitoring process.
Identification of protected time within the school day for on-site support/mentor to work with intern including clearly defined expectations for type/frequency of support.	Specific responsibilities of program supervisor including allocation of time/frequency of observations and/or coaching
Terms of employment of site-support (examples-retiree, contracted with COE or other agency, current school employee)	Procedures for access between Commission-approved program supervisor and on-site support/mentor as appropriate
<b><i>Allocation of Additional personnel, time, and resources for individuals who have not yet completed ELA</i></b>	
Identify individual who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and for support language accessible instruction, through in-classroom modeling and coaching as needed	Provide supervision including in-classroom coaching specific to the needs of English Learners.

Stakeholder Feedback on the General Topic of Supervision and Support
<p><b>CTA, CSBA, ACSA, and CCSESA:</b> Ensure support by an appropriately EL authorized teacher that is to be guaranteed by the employer and annually verified by the program sponsor as part of annual reporting to the CTC.</p>
<p><b>Public Advocates:</b> Likes the proposed policy regarding supervision, which identifies the types of support all interns should receive and sets a minimum expectation of 2 hrs/week, and requires a signed MOU between the program and employer that identifies the expectations for supervision and the qualifications of the district mentor and program supervisor. We also like that the proposed policy differentiates between the level of supervision required for an intern who already has their full EL authorization, and an intern who has not yet earned their full EL authorization, providing the latter with additional EL-focused supervision.</p>

**Prior to entering the classroom as teacher of record an intern must currently complete a 120 clock hour (or the semester equivalent) pre-service program which provides foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, special populations, and teaching English learners. Intern program sponsors are provided very general direction, with no specific expectations regarding how the standards in these areas of preparation are addressed.**

For an intern to be authorized to teach English language learners, the Commission could require programs to include a minimum number of hours of instruction specific to English language learners, which would provide candidates with a knowledge of and ability to use Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition, and English Language Development (ELD) strategies, as applicable to a special education, multiple subjects, or single subject content classroom. Previously, the Commission has approved 45-hour training programs leading to a SDAIE authorization (CCSD) for already credentialed teachers.

Intern programs are expected to address the full scope of standards for the Multiple Subject, Single Subject or Education Specialist credentials by the end of two or three years. To strengthen the preparation prior to teaching, the Commission could standardize the content completed during Preservice by addressing, **at an introductory level**, the following elements of the existing MS/SS/EdSp program standards: *Note: Although some language is placed under multiple headings, in all practicality there is significant overlap throughout.*

<b>Proposed <u>Standardized</u> Pre-Service Content</b>	<b>Standard Gen/SpEd</b>
<b>A. General Foundational Preparation including Classroom Management and Planning</b>	
A1. Research-based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and assessment; and (d) student accomplishments, attitudes, and conduct. (TPE 8)	4
A2. Knowledge of relationships between (a) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (b) teacher expectations and student achievement(TPE 8)	5
A3. Understanding of how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher’s beliefs, expectations, and behaviors strongly affect learning (TPE 6,8)	5
A4. Knowledge about the importance of challenging students to set and meet high academic expectations for themselves (TPE 1,4, 5)	5
A5. Understanding of multiple sources of information, including qualitative and quantitative data, to assess students’ existing knowledge and abilities, and to establish ambitious learning goals for students. (TPE 2,3)	5
A6. Examination and reflection on their teaching practices and professional behaviors in relation	5

Proposed <u>Standardized</u> Pre-Service Content	Standard Gen/SpEd
to principles of classroom equity and the professional responsibilities of teachers (TPE 12,13)	
<b>B. Subject Specific or Specialty Content Pedagogy</b>	
B1. Relevant theory and research in making instructional decisions and improving pedagogical practices and how these theories and practices inform school policies and practices.(TPE 9,12)	4
B2. Knowledge of how to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, visual and performing arts, physical education, and health. (TPE 1A,9)	8A
B3. Knowledge of how to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas. (TPE1A,4, 9)	8A
B4. Knowledge of how to plan and deliver content-specific instruction that is consistent with (a) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (b) the basic principles and primary values of the underlying discipline. (TPE 1B,4,9)	8B
B5. Knowledge of how to plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject. (TPE4,1B)	8B
B6. Ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. (TPE 4, 9, 8)	SpEd 13
B7. Understanding of how to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of <i>the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners</i> who have varied reading levels and language backgrounds. (TPE 4,9)	7A/9
B8. Understanding of how to deliver a content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners.	7B

Proposed <u>Standardized</u> Pre-Service Content		Standard Gen/SpEd
<b>C. Special Populations</b>		
C1. Basic level of knowledge and skills in: a) assessing the learning abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; b) assessing the language abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; c) considering issues of language learning as compared to issues of language disability and how these relate to academic achievement; ... (TPE 8,9,12)	13	
<b>D. English Learners</b> (some standards may also appear in other categories) (TPE 7,9,11)		
D1. How to plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners of varied proficiency levels, educational ,and cultural backgrounds, speakers of non-dominant varieties of English, and advanced learners).	6/9	May be met with CCSD
D2. Systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English, and advanced learners) who have varied reading levels and language backgrounds, as referenced in the Reading Instruction Competency Assessment (RICA) Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007).	7A/9	
D3. Substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English, and advanced learners.	7B	
D4. Purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.	12/10	
D5. Acquire and demonstrate the ability to use initial, diagnostic, formative, and summative assessment information (including performance based assessment) to identify students' language proficiencies and to develop effective instruction that promotes students' access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).	12/10	
D6. Acquire skills to collaborate with specialists and paraprofessionals.	12	
D7. How to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.	12	

Proposed <u>Standardized</u> Pre-Service Content	Standard Gen/SpEd
D8. Understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.	12/10
D9. How to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to academic content and providing opportunities for language development.	12/10
D10. Basic level of knowledge and skills in: a) assessing the learning abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; b) assessing the language abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; c) considering issues of language learning as compared to issues of language disability and how these relate to academic achievement; ...	13
<i>Items below are in addition to that which is covered by CCSD Professional Development</i>	
D11. Examination of principles of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.	9
D12. Knowledge and understanding of the background experiences, home languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.	9
D13. Multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, cultural and social well-being. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities and more effectively engage families and communities.	10
D14. Understanding of the effects of family involvement on teaching, learning and academic achievement, including an understanding of cultural differences in home-school relationships. Candidates learn and apply skills for communicating and working constructively with students, their families and community members, including the effective use of interpreters.	10
D15. Understanding of the local and school organizational structures and resources designed to meet the diverse needs of English learners, including explicit ELD instruction	12/10
D16. State and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.	12/10
D17. Understanding of the importance of students' family and cultural backgrounds, and	12/10

<b>Proposed <u>Standardized</u> Pre-Service Content</b>	<b>Standard Gen/SpEd</b>
experiences in planning instruction and supporting student learning.	
D18. Skills for communicating effectively with parents and families.	12/10
D19. Skills for managing and organizing a classroom with first-and second-language learners.	12
D20. How to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).	12/10



**Possible Expectations for English Learner Preparation for Intern Credential Holders—  
Where the “Xs” appear in Pre-service is still being discussed with EL Experts**

Content Area	Requires Candidate Demonstration			Standards References
	During Preservice		at Mastery Level for Preliminary Program Completion	
	Knowledge (K)	K Plus		
Knowledge of English Learners and Families				
• Typologies of ELs and students who are speakers of non-dominant varieties of English			X	7A, 12
• Knowledge of EL students’ cultural and linguistic background and their level of prior schooling, literacy, and educational experiences	X		X	9
• Principles of educational equity, diversity, cultural and linguistic responsiveness with schools and schooling		X	X	9
• Effects of family involvement on teaching, learning, and academic achievement		X	X	10
• Communicating effectively with EL students’ families and community members		X	X	10
Knowledge of Applied Linguistics				
• Processes of linguistic development, first and second language acquisition, language transfer, and connection between home literacy and second language development	X		X	12
• Cognitive, pedagogical, and individual factors that affect EL student achievement	X		X	12
• Analysis and articulation of language and literacy demands inherent in content area instruction for EL students (academic vocabulary, linguistic demands, form and function, etc.)	X		X	12
Knowledge of Classroom Organization and Management for EL Students				
• How to manage a classroom with first and second language learners		X	X	12
• Collaborating with specialists and paraprofessionals		X	X	12

**K Plus:** Knowledge that requires contextual application in order to be meaningful to the candidate.

The contextual application could be provided through a variety of activities, such as observations, video, experiences with K-12 students

Content Area	Requires Candidate Demonstration			Standards References
	During Preservice		at Mastery Level for Preliminary Program Completion	
	Knowledge (K)	K Plus		
<b>Knowledge of Applicable Laws and Regulations</b> <ul style="list-style-type: none"><li>State and federal requirements affecting placement and instructional program for EL students</li></ul>	X		X	12
<b>Knowledge of Curriculum and Instruction for EL Students</b>				
<ul style="list-style-type: none"><li>Planning differentiated instruction for ELs based on assessment data and needs analysis</li></ul>		X	X	6, 12
<ul style="list-style-type: none"><li>Planning reading instruction for EL students of varying reading levels and language backgrounds (MS)</li><li>Planning content-based literacy instruction for EL students of varying reading levels and language backgrounds (SS)</li></ul>		X	X	7A 7B
<ul style="list-style-type: none"><li>Connecting EL students’ learning to their background experiences, home languages, skills and abilities.</li></ul>		X	X	9, 12
<ul style="list-style-type: none"><li>Purposes, goals and content of the locally adopted instructional program for the effective teaching and support of ELs to meet goals of acquiring English and accelerating academic achievement.</li></ul>	X	(X)	X	12
<ul style="list-style-type: none"><li>Local and school structures and resources to meet diverse needs of ELs</li></ul>			X	12
<ul style="list-style-type: none"><li>Effective instructional practices for ELD, including systematic, explicit ELD instruction</li></ul>	X	X	X	12
<ul style="list-style-type: none"><li>Making content accessible to EL students through a variety of strategies (SDAIE, scaffolding, modeling and support)</li></ul>	X	X	X	12
<ul style="list-style-type: none"><li>Structured oral interaction for building English proficiency and fluency</li></ul>	X	X	X	12
<ul style="list-style-type: none"><li>Assessing student learning ability to identify and differentiate referrals for assessment (disabilities, gifted, Section 504, etc.)</li></ul>		X	X	12,13
<ul style="list-style-type: none"><li>Identifying issues of language learning as compared to language disability and their relation to academic learning</li></ul>		X	X	13
<ul style="list-style-type: none"><li>Develop and use initial, diagnostic, formative and summative</li></ul>		X	X	12

**K Plus:** Knowledge that requires contextual application in order to be meaningful to the candidate.

The contextual application could be provided through a variety of activities, such as observations, video, experiences with K-12 students

Content Area	Requires Candidate Demonstration			Standards References
	During Preservice		at Mastery Level for Preliminary Program Completion	
	Knowledge (K)	K Plus		
assessment information to identify students’ language proficiencies and develop effective instruction to promote students’ academic achievement				

**Teaching Performance Expectation 7: Teaching English Learners—Target that all Preparation must move the candidate to by the Preliminary**

Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

**K Plus:** Knowledge that requires contextual application in order to be meaningful to the candidate.

The contextual application could be provided through a variety of activities, such as observations, video, experiences with K-12 students

Stakeholder Feedback on the General Topic of Pre-service
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<p><b>CTA, CSBA, ACSA, and CCSESA:</b></p> <p>Restructuring Preparation: Move standards 12 and 14(EL) so that coursework and fieldwork are completed within the first year of the intern program. Intern program sponsors will submit program modifications to the CTC.</p> <p>Pre-service Preparation: Standardize the EL portion of the pre-service and include a program-designed assessment. If hours of seat-time are specified, then approximately 40-45 hours of the 120 hours of required pre-service preparation would be in instructing English Learners. There would be no required extension of 120 hours.</p>
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<p><b>Public Advocates:</b></p> <p>Likes the explicit identification of the EL standards to be met in pre-service. (We believe it would be helpful to undertake a similar identification of the standards that must be met in pre-service related to general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and special populations.)</p> <p>The requirement that this more robust EL training must include an <u>additional</u> minimum 45 hours on top of the existing 120 hours requirement, and not be squeezed into the existing requirement to the detriment of the other required elements of pre-service.</p>
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<p><b>Teach for America:</b></p> <p>The 45 hours of EL training during pre-service plus additional professional development through the ongoing support provided in these programs outlined in the memo is fine, assuming we agree that this would lead to a Commission approved Intern program with legitimate EL authorization. Interns in these programs would receive the "full ELA," though we think that language is divisive and instead would suggest referencing different but equally legitimate pathways to earning the EL authorization or not making a distinction at all. Also, we'd like to additionally note that we believe that it would be appropriate for some of the hours the Commission staff has identified as critical for English learner training and coursework to overlap with the 120 hours of overall required intern pre-service training, given that some of the 120 hours of training already do cover such critical topics as differentiated instruction and other topics outlined in the EL standards.</p>
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<p><b>AICCU-LMU</b>—provided input on standards—colored highlighting now included in this document</p> <ul style="list-style-type: none"> <li>• The standards highlighted in RED are the standards that we don't think are important enough for pre-service. They should be addressed in other parts of the program or by the local hiring district just before the Intern is hired. These standards are related to what the local school district does.</li> <li>• The standards highlighted in BLUE are the standards that should be touched upon but not necessarily mastered during the pre-service.</li> <li>• The standards that are not highlighted are important to be mastered in pre-service. The question to ask for this document is what is the level of mastery that is required of the Intern during pre-service. The CTC should also consider prioritizing these standards.</li> <li>• Something also needs to be added on foundational knowledge of second language acquisition</li> </ul> <p>We don't think the 45 hours is unreasonable, but wonder about the relationship between these 45 hours and the 120 required for the Intern pre-service. It seems they should build upon each other in some meaningful way—be integrated and not just added on top.</p>
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<p><b>EdVoice:</b></p> <p><b>Recommendation:</b> The way forward must acknowledge this existing overlap and recognition that all programs MUST have already been providing some level of training in teaching English Learners in the 120 hours.</p>
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## Transparency

It is essential that

- the credential and its authorization reflect the preparation and knowledge and skills the individual has
- the reports the Commission produces, such as Title II and Teacher Supply Report, accurately reflect the preparation and authorizations held by educators in California

Discuss the Declaration of Need Process and how it might be used with Interns

Stakeholder Feedback on the General Topic of Transparency
<b>CTA, CSBA, ACSA, and CCSESA:</b> Local transparency: Districts are required to file a Declaration of Need in order to hire interns. At point of hire, require board action (not consent calendar) at regularly scheduled board meeting. The action item should include expected characteristics of the credential and distinguish those Interns who have existing EL authorization. Statewide transparency: Modify the annual teacher supply report to differentiate between interns who have full EL authorization from those who do not.
<b>Public Advocates</b> requests that the following be included State Level: The teacher supply report should identify interns teaching ELs on an InEL as such, and differentiate between interns who have their full ELA and those who do not. For example, see Tables 4, 4A, 5 in the Teacher Supply Report. (This was discussed in the Agenda Insert at the last meeting, but isn't reflected in the proposal.) Local Level: The stakeholders we talked to all agreed with the notion of a "Double DON", in which interns would be identified (along with Emergency Permits and Limited Assignment Permits) as a category in the Declaration of Need that comes before local governing boards in the summer as a non-consent item. Then, at the point of hire, the governing board would again hear a non-consent item approving that hire and setting forth the candidate's credentials and the assignments the candidate has been hired for. (Note, on further thought, we think it probably makes the most sense to do the second action as a single annual non-consent report of all DON hires, and what their credentials and assignments are, rather than separate agenda items for each individual DON hire, but we didn't have a chance to discuss this with other stakeholders.)

## Proposed Language for Intern EL Authorization

Any intern who has completed the preparation for and been awarded an English Learner Authorization (as part of a teacher preparation program, passage of CTET, or completion of a CTET program) prior to applying for the Intern Credential will continue to be authorized to teach English learners during the intern program.

### **Option A**

The Intern who has completed the Commission-adopted preparation and is supported and supervised in the manner specified, is awarded the full ELA at the time the Intern Credential is awarded.

### **Option B**

Upon meeting all eligibility requirements for an internship credential and completing the 45-hour EL pre-service requirement, an intern would be eligible for an Intern English Learner Authorization—sample provided below in box. Interns serving on this Intern ELA are expected to complete the remainder of their EL training during the first year of their intern program. Additionally, the program is required to provide the intern with specialized support and supervision beyond that provided interns who already have ELA.

#### ***Intern English Learner Authorization (InEL)***

*This individual has completed initial instruction in teaching English learners as part of the pre-service program and is completing the preparation to teach English learners during the Intern program. The individual must be supported by both the Commission-approved program and the employer for the duration of this authorization. The following instructional services may be provided to English learners: (1) instruction for English language development limited to the subjects, programs, and grade levels authorized by the Intern Credential and (2) specially designed content instruction delivered in English in the subjects, programs and grade levels authorized by the Intern Credential.*

An individual, who applies for an Intern Credential and an Intern English Learner Authorization at the same time, should be able to submit the applications with one fee.

Stakeholder Feedback on the General Topic of Authorization
<p><b>CTA, CSBA, ACSA, and CCSESA:</b>  Interns will be authorized to provide the following to English learners: (1) instruction for English language development limited to the subjects, programs, and grade levels authorized by the Intern Credential; and (2) specially designed content instruction delivered in English in the subjects, programs and grade levels authorized by the Intern Credential.</p>
<p><b>Teach for America:</b>  Our first piece of feedback is that we would like to see clearly articulated standards for intern programs that, if met by an intern program, represent sufficient pre-service and ongoing support requirements that we all believe are, together, equivalent to what is provided through a preliminary program. And, for intern programs that meet this bar, there should not be a distinction between the authorization earned through this route and the preliminary credential route.</p> <p>For programs which cannot meet the Commission-established floor of pre-service requirements, we think the idea of an “InELA” concept with augmented support makes a lot of sense, and think that the Commission staff has come up with a strong general construct for this concept. Like the divisive “full” designation for the ELA legitimately awarded through Commission-approved Preliminary and Intern programs, we think naming this second, developmental ELA the “in” is problematic. We would suggest alternate naming, such as the “dELA” for developing or to find another distinction that doesn’t imply that interns are unable to provide the same level of service, and have different though legitimate preparation.</p> <p>Finally, as an alternative option to the intern program options leading to an ELA pre-service, which we think must be available, we do continue to support a test-based option also, so that there would be an option for interns and others to use this pathway as an alternative to earning the authorization through their program.</p>
<p><b>Public Advocates</b> can live with:  The Intern Credential with Intern English Learner Authorization (InEL) for interns who complete the 45 hr EL pre-service requirement, commit to completing their full EL training during Year 1 of the program, and receive specialized EL support and supervision from an EL-trained mentor. We would have chosen a different name (e.g., Intern with Limited EL Authorization, Intern with Provisional EL Authorization, Intern with Restricted EL Authorization), which we think most accurately reflects the type of EL Authorization the intern has, but the term “Intern English Learner Authorization” does convey the notion that it is a less-than-full EL authorization, and that is ultimately what is important to us.</p>
<p><b>Ed Voice:</b></p> <p><b>Recommendation:</b> We recommend such designations be avoided and instead use words and coding that do not provide the connotation of substandard or not legitimate.</p> <p><b>Recommendation on Matrix for Solution:</b> We offer the following matrix for a potential solution to be included in the options for a win-win going forward:</p> <ol style="list-style-type: none"> <li>1. Not two, but at least three “coding” designations for legitimate ELA standing: <ol style="list-style-type: none"> <li>a. A code for traditionally prepared teacher via 44253.3 route, or for other methods such as out-of-state reciprocity, etc.</li> <li>b. A code for an Intern Credential holder that has had the training pre-service/pre day 1 teacher of record, or CTEL passage—make sure this covers Quality District and County, TFA-like and Elk Grove Unified-like programs willing to be reviewed on the</li> </ol> </li> </ol>

**Stakeholder Feedback on the General Topic of Authorization**

- policy matrix for pre service requirement prior to day1 and/or teacher of record status; and candidates of any program through CTEL passage; and
- c. Intern Credential holder participating in a CTC approved program that has been approved with **ALL** specific regulatory specified and defined requirements, including:
- i. Minimum baseline standards for EL prep must be included in the 120 hours—to be specified in regs
  - ii. Additional rigorous supervision in first year—to be specified in regs: nature of supervision and minimum qualifications of supervisor
  - iii. Mandatory on-site accessible coaching—minimum accessibility specified in regs and minimum qualifications of coach
  - iv. Mandatory designation of the supervisor and on-site coach/mentor in the public hearing when the intern is hired. (NOT the “within 10 days” but before hired and credential award.)
2. Everyone else? -- THEY ARE NOT APPROVED; NO “PROGRAM” NO “INTERN WAIVER” NO “EMERGENCY STATUS” to water down the legitimacy and scope of authorization of an Intern Credential holder.
3. Going forward in transition, emergency regs could require programs to self-certify for 2013-14 school year cohort, which type of program they are pre-service-legit, or rigorous supervision and coaching-legit, but both legitimate regardless.
4. Revisit numerous complaint procedure statutes already in place re miss-assignment and roles for FCMAT, county superintendents, CTC and SBE; those statutes and related regulations, if any, and regulate if you haven't, update if need be, and ensure that meaningful sanctions exist for miss-assignment as required by the statute.